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AUTHOR Horton, Daniel, Jr.; Summers, Jerry
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ABSTRACT

A study compares the quantity, quality, and personal characteristics of teacher education candidates for the 1982-83 school year with the teacher education candidates for the 1971-72 and 1972-73 school years. Subjects included students of secondary education at Indiana State University (ISU) who had applied to student teach. Data for the study were gathered from the existing files for student teacher applicants at ISU. The study did not find that teacher candidates who are graduating today are better than the ones who graduated a decade ago. However, the present groups of secondary school teacher education candidates at ISU are more mature (if age is a factor), better achievers (if grade point average is a factor), and more humane (if concern for people is a factor). Study data are analyzed in detail and include charts and statistics and/or discussion on: (1) enrollment; (2) average grade point average (GPA) scores and Scholastic Aptitude Test (SAT) scores; (3) age of student teacher applicants; (4) student teacher applicants who commute; (5) major characteristics of both good and incompetent teachers; (6) academic credit transferred to ISU; (7) student teacher applicants who work; (8) factors influencing career choice of teaching; and (9) student teacher applicant profile. (JMK)

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A TEN-YEAR STUDY ON QUANTITY, QUALITY AND PERSONAL CHARACTERISTICS OF TEACHER CANDIDATES

by

DANIEL HORTON, JR.

and

JERRY SUMMERS

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Department of Secondary Education
Indiana State University
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CHAPTER I

INTRODUCTION

Education is currently undergoing a barrage of criticism and analysis relative to the quality of educational opportunity available in schools. National commissions, politicians, parents, and educators have voiced serious concerns challenging the commitment of the profession to deliver "excellence." Higher education has also been challenged, and concerns have been stated questioning the ability of teacher education institutions to deliver "quality" teachers.

The professional literature does not completely clarify the relationship between quality and quantity in teacher education. Schlechty and Vance (1983) suggested that the lack of monetary rewards, in conjunction with the low prestige of the occupation, make it impossible to attract quality students into teaching. They stated that admission standards must be reduced if a sufficient quantity of teachers are to be prepared. Weaver (1979, p. 46) also found that quality of teacher candidates was declining. He found the decline of standardized test scores for teacher education students to be greater than the national average.

Notwithstanding the admitted decline in the number of teacher candidates, few studies have indicated great need for additional teachers. Indeed, many have suggested that at present there is an oversupply of trained teachers. Perhaps teaching, even without just financial reward, is attractive as a profession. Perhaps some "intangible" factor exists which attracts quality people into teaching. Perhaps it is possible for the profession to maintain

high standards and still survive, even within the current cultural setting. Perhaps high standards would make the profession more cherished, more rewarding than high salaries.

Statement of the Problem

The basic objective of this study was to compare quantity, quality, and personal characteristics of teacher education candidates for the 1982-1983 school year with the teacher education candidates for the 1971-1972 and 1972-1973 school years. Only secondary students from Indiana State University, Terre Haute, were compared in this investigation.

The purposes of the investigation were to explore the following specific objectives.

1. To determine if there was a significant change in enrollments for teachers in the decade.
2. To determine if there was a change in the GPA of teacher candidates. GPA's were compared by group, by subject matter, and within subject matter.
3. To determine if there was a change in average age of teacher candidates in the decade. Efforts were also made to determine if GPA was related to age.
4. To determine if the proportion of teacher candidates who were married had changed in the decade.
5. To determine if there was a change in the per cent of students who commuted to and from campus and if GPA was related to commutation status.
6. To identify major characteristics which teacher applicants considered to be important in distinguishing good and incompetent teachers. Efforts were also made to determine if GPA was related to choice of characteristic.
7. To compare the amount of student transfer credits accepted by the

University in each of the two time periods. GPA's of transfer and non-transfer students were also compared.

8. To compare the number of hours per week that students worked during each of the two time periods. Efforts were also made to determine if a relationship existed between GPA and the amount of work performed by the students.

9. To determine if a change occurred in the factors which influenced students to choose teaching as a profession.

10. To develop a profile of the "typical" ISU teacher education student for each of the two time periods.

Significance of the Study

Teacher educators should respond to the barrage of criticism aimed at the quality of instruction in educational institutions. Such criticism reflects upon the teachers and the institutions that prepare them. Present testimony appears too often to be characterized by emotional, subjective "opinions," and the research literature review reveals only sparse contributions relative to teacher quality. In the absence of a knowledge base in this arena, the unchallenged will of the critics could be followed and the road to excellence could take some spurious turns.

What motivates a person to become a teacher? What kind of scholarship has been demonstrated in general and professional education? What values are held relative to good and bad teaching? What personal ideals are embraced? How does the person differ from those educated in "the good old days?" Knowledge relative to these questions should assist the teacher educator in understanding the needs of his students, in planning curricular strategies and objectives, and in responding to the phalanx of educational critics. Judgments and decisions based upon empirical evidence should predictably result in more perceptive recommendations regarding future action.

Delimitations of the Study

This study was delimited to two groups of individuals. The first group included those students applying to student teach at Indiana State University during the 1971-72 school year plus those students applying to student teach during the 1972-73 school year. The normal time to apply for student teaching was during the fall of the student's junior year. The second group of individuals included those students applying to student teach during the 1982-83 school year. All secondary and major area students who had completed application for student teaching during the identified years were included in the study. The population was therefore the total group of qualified students; there was no sampling error.

In both groups of students every student with a file completed and who would qualify as a member of the group being examined was included in the study. However it also should be noted that there were a small number of individuals in each case who would have applied to student teach at a date later than the normal or the "official" time sequence for application (as established by the university). These individuals would not have had completed files of information available and would not have been included in the study.

One group of data shown in the study related to the major characteristic of an incompetent teacher and/or the major characteristic of a good teacher as identified by the student teacher applicants. Their data were categorized under ten characteristics that were defined as follows:

1. Concern for the Individual - respect for personality or empathy
2. Emotional Stability - even temperament, sense of humor, patience, self-control, personal security

3. Enthusiasm - for teaching, for working with the class, energy, drive
4. Intelligence - insight, adaptability, open-mindedness
5. Integrity - consistent philosophy, honesty, fairness
6. General Knowledge - breadth and depth
7. Mastery of Subject Matter of Teaching Field - understanding of subject and understanding of structure and logic of the discipline
8. Understanding of Education - how pupils learn, how one person influences another, assessing difficulties of learners
9. Personal Effectiveness - charm, skill in human relationships
10. Skill in Communication - clarity of expression, identification of main and subordinate points, logical relationships

Basic Assumption

The authors of this research used GPA as the primary quantifiable indication of teacher quality. The assumption was made that a relationship exists between GPA and teaching effectiveness. Brophy (1982) supported this view. He summarized current research studies and reported that effective teachers are not "ordinary" teachers. He asserted that they are probably brighter and more dedicated than average.

CHAPTER II

RESEARCH DESIGN

Data for the study were gathered from the existing files for student teacher applicants at Indiana State University. Student teacher applicants routinely completed a "Personal Information Form" and an "Application Form" when applying to student teach. Both these forms were being used in 1971-73 and 1982-83, the dates of application of the two groups of students included in the study. Those individuals who applied to student teach in 1971-72 plus those individuals who applied to student teach in 1972-73 composed the first group of students used in the study. Those individuals applying to student teach in 1982-83 composed the second group. As they applied to student teach in their junior year, the group who applied to student teach in 1982-83 would actually be student teaching during the 1983-84 school year. In the balance of this research report these two groups of students will be referred to as simply the 1971-73 group and the 1982-83 group.

For purposes of comparison and analysis of these two groups of students the Statistical Package for the Social Sciences (1975) was used. All data were coded and computer analysis utilized for all statistics generated and reported in this study.

CHAPTER III

ANALYSIS OF DATA

Enrollment

During the decade from 1972-73 to 1982-83, the enrollment in teacher education dropped 66.8 per cent. In 1971-73 the average number of applicants for student teaching was 920 pupils, while in 1982-83 there were 305 applicants. According to a report by Graybeal (1981) the number of students in teacher education declined by 50 per cent nationally during the period 1972 to 1981. Consequently the decline in teacher education pupil population at Indiana State University is 16.8 per cent higher than for the nation as a whole.

Average GPA and SAT Scores

During the years 1971-73 student teacher applicants earned an average GPA of 2.67 on a 4 point scale. During the year 1982-83 student teacher applicants earned an average GPA of 3.00. When comparing these two groups the difference in the means was significantly different at the .01 level of significance (T-test).

Table 1 contains the average GPA of student teachers, categorized by major for both the 1971-73 group and the 1982-83 group. Using the .05 level of significance (T-test) there were significant increases in GPA from 1971-73 to 1982-83 in the departments of English, industrial arts, men's physical education, women's physical education, special education, and speech and hearing therapy. At the .05 level of significance the GPA of men's physical education in 1982-83 was lower than the average of the total group of student teacher

applicants. The GPA of the departments of English and speech and hearing therapy were higher than the average of all student teacher applicants at Indiana State University at the .05 level of significance.

TABLE 1. THE AVERAGE GPA OF STUDENT TEACHER APPLICANTS CATEGORIZED BY MAJOR FOR 1971-73 AND 1982-83

Subject	1971 - 73			1982 - 83		
	GPA	N	% of Group	GPA	N	% of Group
Art	2.69	32	2.8	3.10	1	.5
Business	2.57	46	4.0	2.66	5	2.6
Dist. Ed.	2.51	7	.6	2.86	2	1.0
English	3.00	100	8.8	3.49	10	5.2
Foreign Language	3.12	34	3.0			
Home Economics	2.68	51	4.5	2.98	13	6.7
Vocational Trade Technical	2.70	25	2.2	2.89	2	1.0
Industrial Arts	2.49	141	12.3	2.99	20	10.4
Math	3.06	62	5.4	3.16	14	7.3
Music	2.87	57	5.0	3.00	12	6.2
MPE	2.35	111	9.7	2.56	21	10.9
WPE	2.52	108	9.5	2.95	25	13.0
Health and Safety	2.51	10	.9	3.60	2	1.0
Life Science	2.87	11	1.0	3.03	2	1.0
Chemistry				3.80	1	.5
Earth Science	2.25	15	1.3			
General Science	2.84	14	1.2	2.22	1	.5
Physics	2.55	2	.2			
Special Education	2.64	114	10.0	3.16	31	16.1
Speech and Hearing Therapy	2.70	59	5.2	3.51	9	4.7
Speech	2.58	28	2.5	2.87	4	2.1
Social Science	2.77	110	9.6	2.73	14	7.3
Psychology	3.13	1	.1			
Journalism	2.34	1	.1	2.40	2	1.0
Audio Visual	3.00	2	.2	3.00	2	1.0
Drivers Education	2.46	1	.1			

The average GPA of applicants to student teach was compared to the average GPA of the total of all Indiana State University students who were at the same grade level as the applicants to student teach (juniors). This was done for

both the 1971-73 group and the 1982-83 group. Table 2 reflects the data used for this comparison. Also shown in Table 2 are the average SAT scores of all Indiana State University freshmen during the years of 1971-73 and 1982-83.

TABLE 2. A COMPARISON OF THE AVERAGE GPA AND SAT SCORES OF SELECTED UNIVERSITY GROUPS FOR THE YEARS 1971-73 and 1982-83

	Average GPA*			
Years	Student Teacher Applicants	Juniors	ISU	Av SAT Freshmen**
1971 - 1973	2.68	2.67	2.59	432
1982 - 1983	3.00	2.69	2.58	395

*Note: The data for both Juniors and ISU average GPA is computed on first semester averages for the years 1971-73. Both semesters are used for computing the 1982-83 averages.

**The average SAT scores for ISU entering freshmen are figured by averaging the total verbal and math scores.

An analysis of the data shown in Table 2 revealed that student teacher applicants had basically the same GPA as their counterparts in the total university in the period 1971-73. However, in the year 1982-83 the student teacher applicants had a higher GPA than their counterparts (juniors) in the total university. This difference was significantly higher at the .01 level of confidence using a T-test for comparison. The average GPA for the total junior class, as well as the average GPA of the total university basically did not change during the period from 1971-73 to 1982-83. During the same period the GPA of teacher education applicants significantly increased from 2.68 to 3.00.

In order to get some comparison to the total population of all higher education students in the United States, a comparison was made of the SAT scores of entering freshmen during the years of 1971-73 with 1982-83. These students were chosen because the data on these groups were complete and information relative to general trend only was being sought. As can be seen in Table 2, the SAT scores have been dropping at Indiana State University; average SAT scores also declined nationally from 1963 to 1980 (Goldberg and Harvey, 1983). The SAT of entering freshmen at Indiana State University dropped by 8.6 per cent during the period 1971-73 to 1982-83. During that same time period the average GPA of student teacher applicants increased by 11.9 per cent (from 2.68 to 3.00).

SAT data relative to teacher education students as a group at Indiana State University were not available for 100% of the group during the time period of this study. However, information on about half the group was available from the Office of Advisement and Certification at Indiana State University. These records indicated that students admitted to the Teacher Education Program at Indiana State University had the following average SAT scores: 444 based on 52 per cent of teacher education students admitted in 1968-69, 422 based on 40 per cent of teacher education students admitted in 1974-75, and 420 based on 57 per cent of teacher education students admitted in 1982-83.

When analyzing the data relative to GPA and SAT scores of Indiana State University students, some conclusions relative to these data seem apparent. There seemed to have been an increase in GPA of students in teacher education in relation to the total student body at Indiana State University. The SAT

data suggested the quality of the Indiana State University teacher education students in 1982-83 was at least equal to (and probably better than) the relative quality of teacher education students in 1971-73 when compared to the total population of all higher education students in the United States. This is supported by the following facts which have already been discussed.

1. While the total university SAT was dropping by 8.6 per cent, teacher education GPA averages were increasing by 11.9 per cent.
2. SAT scores of all students have been dropping nationally from 1963 to 1980.
3. Partial information relative to Indiana State teacher education students does not indicate a decline of SAT scores of any size and further indicates scores for this group in 1982-83 barely lower than those of the total university in 1971-73.

The Age of Student Teacher Applicants

Information relative to the age of the individuals applying to student teach in 1971-73 and 1982-83 is shown in Table 3. The average age of the 1971-73 group was 21.5 years. The average age of the 1982-83 group was 22.7 years, an increase in average age of 1.2 years. The average age in 1982-83 was significantly higher than the average age of the 1971-73 group at the .001 level of significance (using T-test for comparison).

TABLE 3. AGE OF STUDENT TEACHERS AT THE TIME OF APPLICATION FOR STUDENT TEACHING

Age	1971-73 Group		1982-83 Group	
	Av. GPA	Number	Av. GPA	Number
18	2.32	4		
19	2.98	81	3.32	3
20	2.75	586	3.12	48
21	2.52	283	2.98	77
22	2.43	99	2.80	25
23	2.40	40	2.76	10
24	2.49	40	2.49	3
25	2.68	26	2.45	4
26	2.52	12	3.23	3
27	2.74	6	3.87	1
28	2.73	10		
29	2.81	10	3.07	3
30	2.92	7	2.97	2
31	2.90	4	3.20	2
32	2.32	4	3.08	1
33	2.98	6		
34	2.80	3	3.42	5
35	2.69	2	4.00	1
36	2.63	3		
37	3.47	5	3.70	2
38			3.17	2
39	2.91	3		
40			2.36	1
42	3.51	3		
43	3.46	1	2.86	1
44	2.53	2		
46	2.61	1		
48	3.60	1		
50	3.20	1		
54	3.63	1		
56			2.83	1
57	2.98	1		

Table 3 illustrates that the number of student teacher applicants who were age 20 was by far the largest sub-group in the 1971-73 group. The number of student teacher applicants who were age 21 was by far the largest sub-group in the 1982-83 group.

The per cent of student teacher applicants who were age 30 and over had increased from 3.9% in 1971-73 to 9.3% in 1982-83. No significant differences could be detected in GPA of the students as a determinant of, or correlated to, the age of the students.

These statistics tend to indicate there was an increase in the average age of the "typical" university student teacher applicant, as well as an increase in the number of student teacher applicants who were over age 30. Although the average age of teacher candidates increased, the proportion of students who were married decreased by 7 per cent.

Student Teacher Applicants Who Commute

Table 4 compared commuting and non-commuting student teacher applicants. In 1971-73 there were 47.4% of tnese students commuting; in 1982-83 there were 39.2% of them commuting. This represented a decrease of 8.2% in the number of commuting student teacher applicants. Since those who commuted were typically students who live locally, it likely means a larger per cent of student teacher applicants were coming from outside the Terre Haute geographic area in 1982-83 than in 1971-73.

TABLE 4. A COMPARISON OF STUDENT TEACHER APPLICANTS WHO COMMUTE WITH THOSE WHO DO NOT COMMUTE

	1971 - 73			1982 - 83		
	Number	%	GPA	Number	%	GPA
Students Who Commute	572	47.4	2.70	76	39.2	3.01
Students Who Do Not Commute	634	62.6	2.65	118	60.8	2.99

When comparing the GPA of those student teacher applicants who commuted with the GPA of those who did not commute, no statistically significant difference was found.

Major Characteristics of Both Good and Incompetent Teachers

Information relative to the major characteristic of a good teacher as identified by student teacher applicants is shown in Table 5. The null hypothesis relative to the frequencies found in this table can be rejected at the .001 level of significance when computing a chi-square statistic. This means the number of individuals who chose each characteristic were not equally distributed among the ten different characteristics possible to be chosen. As a group the student teacher applicants considered some characteristics more important (statistically) than others in identifying a teacher as being "good."

TABLE 5. THE MAJOR CHARACTERISTIC OF A GOOD TEACHER AS IDENTIFIED BY STUDENT TEACHER APPLICANTS

Characteristic	% of 71-73 Group	Av. GPA of 71-73 Group	% of 82-83 Group	Av. GPA of 82-83 Group
Concern for the individual	21.7	2.69	33.0	2.97
Emotional stability	.5	3.05	3.1	2.97
Enthusiasm	11.4	2.67	7.7	3.14
Intelligence	0.0	0.00	0.0	0.00
Integrity	3.5	2.52	4.1	3.26
General knowledge	0.0	0.00	.5	2.98
Mastery of subject-matter of teaching field	9.5	2.81	8.2	3.01
Understanding of education	23.8	2.72	.5	2.51
Personal effectiveness	20.6	2.56	26.3	2.87
Skill in communication	0.0	0.00	11.9	3.10

Information relative to the major characteristic of an incompetent teacher, as identified by student teacher applicants, is shown in Table 6. Data in Table 6 also supported a rejection of the null hypothesis at the .001 level of significance when using the chi-square statistic. The student teacher applicants considered some characteristics more important (statistically) than others in identifying a teacher as being "incompetent."

TABLE 6. THE MAJOR CHARACTERISTIC OF AN INCOMPETENT TEACHER AS IDENTIFIED BY STUDENT TEACHER APPLICANTS

Characteristic	% of 71-72 + 72-73 Group	Av. GPA of 71-72 + 72-73 Group	% of 81-82 + 82-83 Group	Av. GPA of 81-82 + 82-83 Group
Concern for the individual	11.1	2.65	16.0	2.90
Emotional stability	3.7	2.67	1.0	2.91
Enthusiasm	15.3	2.68	4.6	2.92
Intelligence	0.0	0.00	0.0	0.00
Integrity	3.5	2.76	.5	2.57
General knowledge	.2	2.47	.5	3.43
Mastery of subject-matter of teaching field	9.8	2.79	8.2	3.08
Understanding of education	29.6	2.70	1.0	3.18
Personal effectiveness	8.9	2.63	42.8	3.01
Skill in communication	.1	2.02	10.8	3.17

Similar results were found in analyzing the data for student teacher applicants' choice of both "incompetent" and "good" teachers as shown in Table 5 and Table 6. For purposes of analysis those characteristics which seem to fall in a general category of "intellectual" were compared to those characteristics which seem to fall in a general category of "personal." Intelligence, general knowledge, and mastery of subject-matter of teaching field were grouped as "intellectual" characteristics. The remaining seven of the characteristics were considered "personal" characteristics. Using this grouping, when the average GPA of those students choosing "intellectual"

characteristics is compared with the average GPA of those students choosing "personal" characteristics, there was no significant difference in the average GPA of the two groups (for both Table 5 and Table 6). This analysis would seem to indicate that student teacher applicants tended to choose the same type of characteristic as being important, regardless of their own personal GPA.

A cursory examination of Table 5 and Table 6 revealed that student teachers considered personal characteristics more important than intellectual characteristics when identifying teachers as either good or incompetent. Characteristics most often cited include understanding of education, enthusiasm, personal effectiveness, and concern for the individual. This does not appear to have changed in the decade from 1971-73 to 1982-83.

Academic Credit Transferred to Indiana State University

Table 7 shows data relative to the amount of academic credit transferred to Indiana State University from other institutions of higher education. Students were grouped according to the number of credit hours of credit transferred.

TABLE 7. THE STUDENT TEACHER APPLICANT POPULATION FOR 1971-1973 AND 1982-1983 GROUPED ACCORDING TO THE AMOUNT OF ACADEMIC CREDIT TRANSFERRED TO ISU

Amount of Credit Transferred (Semester Hours)	1971 - 73		1982 - 83	
	N	Av GPA	N	Av GPA
1 - 16	979	2.66	134	2.92
17 - 32	70	2.75	15	3.14
33 - 48	31	2.76	7	3.05
49 - 54	16	2.77	6	2.99
55 - 60	12	2.74	5	2.92
61 - 76	34	2.88	13	3.33
77 - 92	8	2.72	4	3.39
93 - 108	3	2.83	4	2.92

The average GPA for the total of those students included in the seven groups who transferred from 17 to 108 semester hours of credit to ISU was significantly higher than for the single group who transferred from 0 to 16 hours. This is true for both the time periods of 1971-73 and 1982-83. It is significantly higher in both cases at the .01 level of significance (using T-test). Apparently, teacher education students who transfer to ISU with 17 or more semester hours of transfer credit make better grades at ISU than those students already at ISU.

Student Teacher Applicants Who Work

Information assimilated relative to the amount of work performed by student teacher applicants is contained in Table 8. The majority of the individuals in both the 1971-73 and 1982-83 group do not work. Less than 15% of either group worked 6 hours or more per week.

TABLE 8. STUDENT TEACHER APPLICANTS CATEGORIZED ACCORDING TO NUMBER OF HOURS WORKED PER WEEK--SHOWING THE NUMBER IN EACH GROUP AND AVERAGE GPA FOR EACH GROUP DURING THE YEARS 1971-73 AND 1982-83

Number of Hours Worked per Week	1971 - 73			1982 - 83		
	Av. GPA	Number	%	Av. GPA	Number	%
0	2.69	645	55.8	2.97	161	83.4
1 - 5	2.68	346	30.0	3.14	10	5.2
6 - 10	2.64	76	6.6	3.40	8	4.1
11 - 15	2.61	36	3.1	3.04	5	2.6
16 - 20	2.53	48	4.2	2.71	7	3.6
over 20	3.10	3	.3	3.90	2	1.0

When comparing the GPA of the total student teacher applicants in the five categories of hours worked (1 through over 20) with the GPA of the student teachers in the category for those who did not work, there was no significant difference (using T-test). This was true in both the 1971-73 group and the 1982-83 group. Combining this information with a visual examination of Table 8, it was concluded that grade point average was not affected by the fact that a student works.

Factors Influencing the Individual to Teach

Table 9 shows 5 factors which contributed most to the decision of each student teacher applicant to choose teaching as a profession. The statistics which seem to project most forcefully from this table are the percentage figures for "Concern for People." The percentage who went into teaching because of a "Concern for People" jumped from 21% in 1971-73 to 48% in 1982-83. Individuals entering the teaching profession in 1982-83 were apparently more highly motivated by a "spirit of human service" than were the individuals entering in 1971-73. In 1971-73 the largest sub-group (49%) of those applying to student teach didn't know why they were going into teaching. One might logically deduct that many in the 1971-73 group were not highly motivated by the prospect of being a teacher and simply felt it was a place where a job existed.

TABLE 9. THE NUMBER OF STUDENT TEACHER APPLICANTS WHO INDICATED CERTAIN SELECTED FACTORS CONTRIBUTED TO THEIR CHOICE OF TEACHING AS A PROFESSION DURING THE YEARS 1971-73 AND 1982-83

Year	Factors Which Contributed to the Choice of Teaching as a Profession									
	Former Teacher		Concern for People		Job Security		Don't Know		Parents	
	%	Av GPA	%	Av GPA	%	Av GPA	%	Av GPA	%	Av GPA
1971 - 73	15	2.69	21	2.71	7	2.70	49	2.65	8	2.70
1982 - 83	6	2.92	48	3.00	2	3.33	36	3.01	4	2.89

Student Teacher Applicant Profile

After analyzing all those various characteristics considered in this study, a profile of the typical Indiana State University student teacher applicant was constructed. A profile was constructed for the typical student teacher applicant in both 1971-73 and in 1982-83. To determine the typical applicant, the characteristic (or characteristics) possessed by 50% or more of the students for any one factor was identified. In 1982-83, for example, the combination of those individuals who were majoring in industrial arts, men's physical education, women's physical education, and special education made up 50% or more of the total group applying to student teach (and these majors were the ones with the largest number of students). In the case of GPA and age, the arithmetic mean for each group is displayed. Table 10 contains the two profiles which were constructed.

TABLE 10. PROFILE OF THE TYPICAL ISU STUDENT TEACHER APPLICANT

	1971-73	1982-83
GPA	2.68	3.00
AGE	21.5	22.7
MAJOR	Ind Arts, MPE, WPE, Spec Ed, Soc Science	Ind Arts, MPE, WPE, Spec Ed
MARITAL STATUS	Single	Single
COMMUTING STATUS	Does Not	Does Not
MAJOR FACTOR IDENTIFIED AS DETERMINING THAT A TEACHER IS EITHER GOOD OR INCOMPETENT	Personal Characteristics	Personal Characteristics
NUMBER OF HOURS CREDIT TRANSFERRED TO ISU	Less than 17	Less than 17
WORKING STATUS	Does Not	Does Not
REASONS FOR CHOOSING TEACHING AS A PROFESSION	Wasn't Sure Why	Concern for People

CHAPTER IV

FINDINGS AND CONCLUSIONS

Findings

The following findings were drawn from the analysis of the data relative to student teacher applicants at Indiana State University:

1. The average enrollment in teacher education dropped by 66.8 per cent in the 10-year period from 1971-73 to 1982-83.

2. Average GPA of teacher education students increased from 2.67 to 3.00 during the period from 1971-73 to 1982-83. During that same period the GPA of their counterparts in the total university was basically stable at 2.67 and 2.69. Consequently, in 1982-83 the teacher education student at ISU had a significantly higher GPA than his counterpart in the total university.

3. Students majoring in the subject areas of English, industrial arts, men's physical education, women's physical education, special education, and speech and hearing therapy had significant increases in their average GPA from 1971-73 to 1982-83.

4. The average GPA of men's physical education student teacher applicants was significantly lower than the average GPA of the total group of student teacher applicants in 1982-83.

5. The average GPA of student teacher applicants in English and speech and hearing therapy were significantly higher than the average GPA of the total group of student teacher applicants in 1982-83.

6. While the SAT scores of the total university dropped during the

period from 1971-73 to 1982-83, there was some indication (based on a sample of approximately 50% of teacher education students) this drop was not occurring in teacher education students. In any case, the average GPA of teacher education students increased by 11.9 per cent, while the total university SAT dropped by 8.6 per cent. During this same time period SAT scores nationally were dropping. Consequently, it was concluded that the overall quality of Indiana State University teacher education students in 1982-83 was at least equal to (and probably better than) the relative quality of ISU teacher education students in 1971-73 when compared to the total population of all higher education students in the United States.

7. The average age of individuals applying to student teach significantly increased from 21.5 to 22.7 during the years from 1971-73 to 1982-83. While there was an increase (3.9% to 9.3%) in the per cent who were age 30 and over, there was also an increase in the age of the typical student from the age of 20 to the age of 21.

8. The percentage of students who were married decreased by 7 per cent during the decade.

9. There was a decrease in the per cent of student teacher applicants who commuted. In 1971-73 there were 47.4% while in 1982-83 there were 39.2%. The fact that a student either did or did not commute had no statistical effect on the average GPA of that group of students.

10. The major characteristics which student teacher applicants felt were most important when they thought of either a "good" or an "incompetent" teacher were basically the same in 1971-73 as they were in 1982-83. Both groups tended to identify "personal" characteristics as most important.

Those characteristics most often cited were understanding of education, enthusiasm, personal effectiveness, and concern for the individual. Responses were basically the same when identifying a characteristic important for a good teacher as when identifying a characteristic important in determining that a teacher is incompetent. No significant difference was found between the average GPA of the group of student teacher applicants who chose "personal" characteristics and those who chose "intellectual" characteristics.

11. The average GPA of the group of students who transferred from 17 to 108 semester hours of credit to ISU is significantly higher than the GPA of that group who transferred either no credit or less than 17 hours credit.

12. Most student teacher applicants are not employed while in school. In both 1971-73 and 1982-83 less than 15% worked 6 hours or more per week. No significant difference was found in the average GPA of the group who worked as opposed to the group of students who did not work.

13. There was an obvious change in the reasons student teacher applicants chose teaching as a profession from the 1971-73 group to the 1982-83 group. In 1971-73 the largest sub-group of student teachers were those who "didn't know" why they had chosen teaching as a profession. In 1982-83 the largest sub-group had chosen teaching because of a "Concern for People."

Conclusions

The present study does not show that the teacher candidates who are graduating today are better than the ones who graduated a decade ago. A statistically significant increase in GPA does not necessarily mean better teachers (although these researchers agree with Brophy (1982) whose summary

of current research indicates that it does). A statistically significant shift to a more idealistic teacher does not necessarily indicate a more committed, more dedicated teacher (although these researchers believe that such is the case). The results of this study, like those of the study of Gallegos and Gibson at Western Washington University, indicate all is not lost when examining the quality of teacher education students (1983).

The present group of secondary teacher education candidates at Indiana State University are more mature (if age is a factor), better achievers (if GPA is a factor), and more humane (if concern for people is a factor). The findings of this study were certainly contrary to accepted opinion. Teachers are not going into teaching for the money; there must be other reasons. Further, these researchers believe that an exhaustive study of "why" teaching is held in such low esteem, and "why" it is not respected deserves investigation.

The current accentuated level of concern relative to the quality of education in America is certainly healthy. Given proper intensive analysis and direction the entire education system should be strengthened as a result of the attention. However, problems should be attacked both idealistically and scientifically. A determination of what is acceptable in terms of product should be identified, and adequate resources should be made available to accomplish the given objectives. The sophistication of the procedures used to guide educational policy in this nation is far from scientific. Opinionated testimony from a variety of individuals (many of whom have an ax to grind and whose ideas are unsupported by research or facts) often is accumulated as the basis for action. Imagine the use of the same procedures just prior to the time of Galileo in an effort to answer the question, "Does the sun revolve

around the earth?" The general population would undoubtedly have answered that question at that time in a fashion that was different from the facts, at least the facts as we now know them. Perhaps we have not progressed as much as we think we have in the last 350 years.

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